2800 28th Street Ste. 304, Santa Monica, California 90405, T-877-568-1099 F-310-396-5405 www.anetsystems.com

Executive Summary

ADVANCED NETWORK SYSTEMS, INC. (ANS) has provided E-Rate services during 2002, 2003 and 2004 as **ABSOLUTE BUSINESS SYSTEMS, INC. (ABS.)**

For E-Rate funding year 8 (2005) and beyond, we use our new identity as ANS and will piggyback on all CMAS and other contracts, certifications and awards earned while we operated as Absolute Business Systems for the previous 14 years.

ADVANCED NETWORK SYSTEMS, INC. – SPIN # 143027321
FCC REGISTRATION #0012142766
formerly Absolute Business Systems, Inc. – Spin # 143007854

CMAS

ABSOLUTE BUSINESS SYSTEMS, INC. – CMAS # 3-03-70-1904A
FCC REGISTRATION #0012142873 CMAS # 3-03-70-1904B

ADVANCED NETWORK SYSTEMS, INC. SPIN # 143027321 (ANS) is pleased to provide a complete and total solution for the El Monte City School District (El Monte City SD) based on the requirements for Year 8 of the E-Rate funding program.

The information for the LAN equipment upgrades and Internal Connections were prepared using the forms published on the SLD web site. Additional information was obtained through the **Request for Proposal # A0501** emailed out in response to our inquiry on January 12, 2005.

ANS's primary focus is on the support and upgrade of your school LAN networks, the Cisco equipment, the Servers and the Annual LAN Maintenance Support program as requested in the emailed RFP.

1. ANS has responded to the following sections:-

   a. **Bid Package #5: Remote Site Additions and Upgrade: (Typical for all 18 Schools)**

   b. **Bid Package #6: Sites Maintenance**

   c. **Bid Package #7: Server Support**

Advanced Network Systems, Inc.

2800 28th Street Ste. 304, Santa Monica, California 90405, T-877-568-1099 F-310-396-5405 www.anetsystems.com

2. ANS has **NO BID** the following sections:-

   d. **Bid Package #1: Telephone System Maintenance**

   e. **Bid Package #2: Software Upgrade**

   f. **Bid Package #3: 911 Locator Software (Typical for all 18 Schools)**

   g. **Bid Package #4: Additional Cards for Satellite Telephone System**

All costs associated with warranty service are included in this proposal. All service will be performed between 8:00 a.m.–5:00 p.m. Any service requested after these hours, on public holidays or during weekends may be subject to a 50% hourly rate increase. Prior written (e-mail) approval will be requested before scheduling this work.

Advanced Network Systems, Inc. SPIN # 143027321 is aware that this proposal is contingent upon E-Rate funding. If the applicant does not receive the total anticipated funding from the E-Rate program for this proposal, the school may choose to void all or part of this proposal.

ANS further agrees that upgrades of any service or product are allowed under this contract upon agreement by El Monte City SD.

ANS look forward to working with El Monte City SD in all aspects of this Year 8 E-Rate application, along with any subsequent non-E-rate opportunities that El Monte City SD may have.

Sincerely,

Dean Wilcox
Advanced Network Systems, Inc.
SPIN # 143027321
FCC REGISTRATION #0012142766

ResPrjYr	Goal	Func	Obj	Sch/Loc	Object Description	Sch/Loc Description	Budgeted Amt	Expended Amt	Enc Amt	Pre-Enc Amt	Remaining Amt	% Left
01500.6	00000	77000	5630	0000071	Repairs	Data Processing	27,824.00	0.00	0.00	0.00	27,824.00	100.00
	Total for Object				*5630-Repairs*		**27,824.00**	**0.00**	**0.00**	**0.00**	**27,824.00**	**100.00**
01500.6	00000	77000	5800	0000000	Oth Contracted Serv	Unspecified	0.00	0.00	0.00	0.00	0.00	0.00
	Total for Object				*5800-Oth Contracted Services*		**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
01500.6	00000	77000	5819	0000071	Other Contracts	Data Processing	55,206.00	0.00	0.00	0.00	55,206.00	100.00
	Total for Object				*5819-Other Contracts*		**55,206.00**	**0.00**	**0.00**	**0.00**	**55,206.00**	**100.00**
01500.6	00000	77000	5910	0000071	Communications	Data Processing	116,192.00	0.00	0.00	0.00	116,192.00	100.00
	Total for Object				*5910-Communications*		**116,192.00**	**0.00**	**0.00**	**0.00**	**116,192.00**	**100.00**
	Total for Resource				*01500.6-E RATE YEAR 8*		**199,222.00**	**0.00**	**0.00**	**0.00**	**199,222.00**	**100.00**
	Total for Resource Range				*00000.0 - 19999.0 Unrestricted Resources*		**199,222.00**	**0.00**	**0.00**	**0.00**	**199,222.00**	**100.00**
	Total for Fund				*01.0-General Fund*		**199,222.00**	**0.00**	**0.00**	**0.00**	**199,222.00**	**100.00**
	Total for District				*64501*		**199,222.00**	**0.00**	**0.00**	**0.00**	**199,222.00**	**100.00**

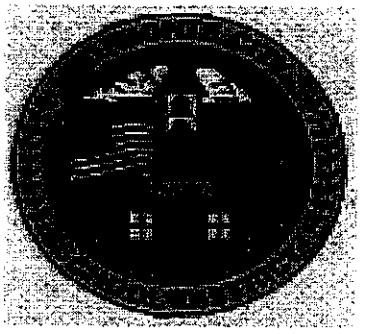
ResPrjYr	Goal	Func	Obj	Sch/Loc	Object Description	Sch/Loc Description	Budgeted Amt	Expended Amt	Enc Amt	Pre-Enc Amt	Remaining Amt	% Left
01500.0	00000	77000	4400	0000000	NoncCapitalized Equ	Unspecified	0.00	0.00	0.00	0.00	0.00	0.00
	Total for Object 4400-NoncCapitalized Equipment						**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
01500.0	00000	77000	4410	0000071	NonCapitalized Equ	Data Processing	18,275.00	0.00	0.00	0.00	18,275.00	100.00
	Total for Object 4410-NonCapitalized Equip <$5000						**18,275.00**	**0.00**	**0.00**	**0.00**	**18,275.00**	**100.00**
01500.0	00000	77000	5630	0000071	Repairs	Data Processing	47,452.00	0.00	0.00	0.00	47,452.00	100.00
	Total for Object 5630-Repairs						**47,452.00**	**0.00**	**0.00**	**0.00**	**47,452.00**	**100.00**
01500.0	00000	85000	5800	0000000	Oth Contracted Serv	Unspecified	0.00	0.00	0.00	0.00	0.00	0.00
	Total for Object 5800-Oth Contracted Services						**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
01500.0	00000	72000	5819	0000071	Other Contracts	Data Processing	0.00	0.00	0.00	0.00	0.00	0.00
01500.0	00000	77000	5819	0000071	Other Contracts	Data Processing	0.00	111,669.22	0.00	0.00	-111,669.22	0.00
01500.0	00000	85000	5819	0000071	Other Contracts	Data Processing	224,356.00	19,915.60	0.00	0.00	204,440.40	91.12
	Total for Object 5819-Other Contracts						**224,356.00**	**131,584.82**	**0.00**	**0.00**	**92,771.18**	**41.35**
01500.0	00000	72000	5830	0000005	Advertisement	District Wide	0.00	0.00	0.00	0.00	0.00	0.00
	Total for Object 5830-Advertisement						**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
01500.0	00000	82000	5910	0000005	Communications	District Wide	113,192.00	0.00	0.00	0.00	113,192.00	100.00
01500.0	00000	77000	5910	0000071	Communications	Data Processing	0.00	0.00	0.00	0.00	0.00	0.00
	Total for Object 5910-Communications						**113,192.00**	**0.00**	**0.00**	**0.00**	**113,192.00**	**100.00**
01500.0	00000	85000	6200	0000000	Bldg. & Improvement	Unspecified	0.00	0.00	0.00	0.00	0.00	0.00
01500.0	90100	85000	6200	0000000	Bldg. & Improvement	Unspecified	0.00	0.00	0.00	0.00	0.00	0.00
	Total for Object 6200-Bldg. & Improvement of Bldg						**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
01500.0	00000	85000	6240	0000071	Building Improvemen	Data Processing	0.00	0.00	0.00	0.00	0.00	0.00
01500.0	90100	85000	6240	0000071	Building Improvemen	Data Processing	0.00	0.00	0.00	0.00	0.00	0.00
	Total for Object 6240-Building Improvement for Techn						**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
01500.0	00000	85000	6500	0000000	Equipment Replace	Unspecified	0.00	0.00	0.00	0.00	0.00	0.00
	Total for Object 6500-Equipment Replacement						**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
01500.0	00000	85000	6540	0000071	Capitalized Software I	Data Processing	0.00	0.00	0.00	0.00	0.00	0.00
	Total for Object 6540-Capitalized Software Rplcmnt						**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
	Total for Resource 01500.0-E Rate						**403,275.00**	**131,584.82**	**0.00**	**0.00**	**271,690.18**	**67.37**
	Total for Resource Range 00000.0 - 19999.0 Unrestricted Resources						**403,275.00**	**131,584.82**	**0.00**	**0.00**	**271,690.18**	**67.37**
	Total for Fund 01.0-General Fund						**403,275.00**	**131,584.82**	**0.00**	**0.00**	**271,690.18**	**67.37**
	Total for District 64501						**403,275.00**	**131,584.82**	**0.00**	**0.00**	**271,690.18**	**67.37**

Erate Year 8 - Selective Review - Expenditures

Hardware			**Estimates for 2005 - 2006 (5% increase)**
Arey Jones	$195,490.41		
Data Impressions	$203,347.48		
Hewlett Packard	$363,716.07		
Imagetime	$712,179.28		
MWAVE.COM	$7,546.17		
CMS	$10,688.98		
Xerox Corp	$431,449.69		
Ultima Computers	$1,400.13		
Projector center	$4,947.03		
Projector super store	$1,098.90		
PC & Macexchange	$4,005.25		
MWAVE.COM	$7,546.17		
Lawrence Tang's Revolving Cash	$1,243.64		
Lawrence's IMPAC statement	$5,340.11		
International Business Equipment	$93,656.22		
Ascolta training company	$2,850.45		
Absolute Business Systems	$18,275.13		
Fry's electronic	$49,254.35		
Total	**$2,114,035.46**		**$2,219,737.23**
Software			
Pulliam	$48,739.50		
Connect eq (NTI)	$190,965.00		
Absolute Business Systems	$18,275.13		
Maximus	$23,334.67		
Education Resources	$4,042.91		
Escape Technology	$45,000.00		
Soft Touch	$970.02		
Software Express	$1,929.44		
Stone Soup	$80,822.62		
Sunburst Technology	$6,245.53		
Webspy USA	$1,974.10		
World Book, Inc	$10,045.97		
Riverdeep - learning co	$11,103.17		
Riverdeep - The learning co	$2,580.72		
Sagebrush corp	$32,676.44		
SageBrush Corporation	$38,804.12		
Pearson Digital Learning	$192,577.35		
ICD - Integrated Communication	$5,253.03		
Total	**$860,874.39**		**$903,918.11**
Professional Development			
Stipend to Teachers			
Misc User training (estimate)	$50,000.00		
EETT Grant Title II	$117,200.00		

Erate Year 8 - Selective Review - Expenditures			
Jessica Pardini (TOSA)	$92,396.83		
			$272,576.67
Total	**$259,596.83**		
Retrofitting			
Arrow Wire and Cable	$4,890.41		
CherryLee Lab	$841,500.00		
Cleminson Lab	$247,500.00		
New lexington Lab	$231,000.00		
New lexington Classrooms	$308,000.00		
Rio Hondo lab	$247,500.00		
Rio Hondo	$594,000.00		
John B. Rudy	$7,863.00		
Courtesy Electrical	$4,650.00		
CED Electric	$1,044.00		
DDC Electric	$12,000.00		
Arrow Wire and Cable	$4,890.00		
Electrician - Dave Archer	$64,481.77		
Cable Guy - Stan Meaners	$55,228.08		
AC/DC Electric	$68,075.00		
Superior Electric	$9,133.62		
Total	**$2,701,755.88**		**$2,836,843.67**
Maintenance			
Nextel	$43,806.28		
CEREC	$21,752.70		
Workgroup Solutions	$2,319.32		
Scottel Voice and Data	$32,883.04		
Lawrence Tang	$99,477.27		
Ming Hsieh	$103,113.61		
Ben Wong	$66,620.89		
Ali Alsaleh	$51,706.81		
Charles Le	$54,328.60		
Ryan Howard	$14,157.23		
Vincent Zendejas	$5,331.60		
Charles Poovakan	$6,547.21		
Kristinn Olafsson	$17,491.29	10% of Salary	
Rebecca Vallejo	$71,958.75	50% of Salary	
Total	**$591,494.60**		**$621,069.33**
Summary			
Hardware	$2,114,035.46		
Software	$860,874.39		
Professional Development	$259,596.83		
Retrofitting	$2,701,755.88		
Maintenance	$591,494.60		
Total	**$6,527,757.16**		**$6,854,145.02**

El Monte City School District



2002-2007 District Technology Plan

~Mission~

"Our purpose is to educate all students to develop skills, knowledge, and attitudes to be responsible, productive, and fulfilled individuals able to succeed ethically in a democratic society."

Table of Contents:

i. TECHNOLOGY MISSION

The El Monte City School District maximizes the use of technology as an educational and organizational tool to prepare students for living and working in the information age. Technology is used to support the achievement of the District's instructional goals and to support the preparation of students. By building a solid technological foundation and providing essential professional development, the District will use instructional technology integration to enable students to become life long learners and to effectively and efficiently function in the 21st century.

Contact Information

Barbara Gera
Director, Instructional Services
3540 North Lexington Avenue
El Monte, CA 91731
626-453-3700 ext. 3615
bgera@emcsd.org

1. DISTRICT PROFILE
DISTRICT INFORMATION AND DEMOGRAPHICS

The El Monte City School District (EMCSD), a suburban school district serving children from pre-school age through the eighth grade, was founded in the 1880s. EMCSD is located eleven miles east of the City of Los Angeles in the San Gabriel Valley. Students in the District come from the cities of El Monte, South El Monte, and portions of Los Angeles County that are proximate to the cities of Temple City and Arcadia.

The District serves over 12,000 children at eighteen school sites and employs more than 1,200 full and part time persons in certificated, management, and classified positions. The schools are organized as K-3 (1), K-5 (1), K-6 (10), K-8 (5), and 4-8 (1) sites. Additionally, there is a Children's Center located adjacent to one site, four Head Start programs located at elementary schools, and an orthopedically handicapped facility (Thompson OH) serving students in grades pre-K through 8.

Demographics

The District's demographics are approximate and represent the diversity of students and teachers:

Population	American Indian	Asian	Pacific Islander	Filipino	Hispanic	African American	White	Other
Students	0.25%	14%	0.25%	0.5%	79%	0.5%	5%	0.5%
Teachers	0.4%	8%	0%	0.5%	33%	1%	55%	3%

Other pertinent demographic information includes special population counts. District-wide 2.5% of students are GATE, 10% are Special Education, 55.5% are English Learner, 90% receive free/reduced price meals, and 23% are part of the CalWorks program.

Student Academic Achievement

The standardized STAR test for measuring student achievement is the Stanford Achievement Test, ninth edition (SAT-9) and is administered in the spring of the school year. The percentage of students scoring at or above the 50th percentile in 2001 is listed below.

SAT-9 (2000-01)

Grade Level	Area			
	Reading (All)	Math (All)	Language (All)	Spelling (All)
2nd	35	47	38	43
3rd	26	45	35	39
4th	29	45	44	35
5th	29	45	44	37
6th	33	52	47	39
7th	34	46	48	37
8th	37	44	49	33

The API District Summary Report for 2000-2001 is listed below.

	STAR 2001 Percent Tested	Students Included in the 2001 API	2001 API Base	2001 State-wide Rank	2001-2002 Growth Target	2002 API Target
Elementary Schools						
Cherrylee Elementary	100	346	675	5	6	681
Cleminson Elementary	100	219	732	7	3	735
Columbia Elementary	98	792	583	3	11	594
Cortada Elementary	100	424	571	2	11	582
Gidley Elementary	100	535	636	4	8	644
LeGore Elementary	95	410	605	3	10	615
Loma Elementary	99	203	442	1	18	460
Mulhall Elementary	98	261	577	3	11	588
New Lexington Elementary	100	312	574	2	11	585
Norwood Elementary	97	282	614	3	9	623
Potrero Elementary	98	664	531	2	13	544
Rio Hondo Elementary	99	694	645	4	8	653
Rio Vista Elementary	98	240	704	6	5	709
Shirpser Elementary	99	470	520	1	14	534
Thompson (Byron E.)	99	129	592	3	10	602
Wilkerson Elementary	100	445	656	5	7	663
Wright Elementary	98	709	631	4	8	639
Middle Schools						
Durfee Elementary	98	590	637	5	8	645

2. DISTRICT TECHNOLOGY PLAN

A Technology Committee was formed in order to recommend specific actions that need to be taken to meet short- and long-term goals for this five-year plan. The Technology Committee consists of a variety of stakeholders and is made up of the following people:

Name	Title	Affiliation
Shirley Burkhardt	Teacher on Special Assignment-Science	District Office, Office of Instruction
Lynn Castleberry	Teacher, RSP	Wright Elementary
Pilar deLeon	Teacher, 1st grade	Rio Hondo Elementary
Guy DeRosa	Teacher on Special Assignment-Language Arts	District Office, Office of Instruction
Delia Dominguez	Teacher on Special Assignment-Parent Education	District Office, Office of Instruction
Lorraine Torres	Co-Principal	Columbia Elementary
Gladys Garcia	Media Technician	Cortada Elementary
Barbara Gera	Director, Instructional Services	District Office
Lance Lawson	Assistant Principal	Potrero Elementary
Anthony Miranda	Teacher, 7th and 8th	Wright Elementary
Jessica Pardini	Teacher on Special Assignment-Technology	District Office, Office of Instruction
Priscilla Stratis	4th Grade Teacher	Cleminson Elementary
Rachel Syrja	Teacher on Special Assignment-Mathematics	District Office, Office of Instruction
Rebecca Vallejo	Director, Finance and Data Processing	District Office
Shannon West	Educational Planning Specialist	Tech Ed Services (business partner)

The document was also shared with the Key Communicators Group (parent group with two representatives from each site), El Monte High School, local businesses, and a professor of technology at Cal State Dominguez Hills.

These stakeholders participated in the development of this five-year plan by formalizing and documenting a set of guiding principles for the development of:

- instructional programs and teaching strategies.
- training of faculty, staff, and community members,.
- acquisitions of hardware and software.
- the utilization of outside resources within the arena of educational technology.

Based on the information collected for this Technology Plan, the following conclusions were developed by the Technology Committee and were used to formulate the goals, objectives, and benchmarks for this plan over the next five years:

- Increase student academic achievement
- Enrich the curriculum
- Maximize the potential of technology
- Empower students for a changing technological society

All students need to:

- improve reading, language, and math skills.
- develop, practice, and demonstrate critical thinking skills in all areas.
- use technology as a tool for a variety of activities.
- explore beyond their neighborhood through the use of technology.

All staff need to:

- increase their basic "hands on" operation associated with technology use.
- understand the "mechanics" of technology well enough to be adventurous, innovative, confident and experimental.
- collaborate with each other and students in learning the technology operations.
- improve the effectiveness of their instruction with the assistance of technology tools.

3. CURRICULUM COMPONENT

3a. Current Access to Technology for Students and Teachers

Current Computer Access Chart

	Elementary *78 schools*
Total Instructional Computer Counts	1,510
Average Student-to-Computer Ratio	7.8:1
Total Multimedia Internet Accessible Instructional Computer Counts	1193
Average Student-to-Multimedia Internet Accessible Computer Ratio	9.8:1
Average Frequency of Use for Students	30 minutes per week

Students have access to technology in classrooms on a daily basis. If a lab exists at a school site, access is typically on a weekly basis. All sites have at least one computer in the library/media center. Currently, there is no organized and/or funded access to technology outside school hours for students. However, some teachers allow access on a voluntary basis.

Teachers have access to technology in classrooms, labs, and library media centers before, during, and after school hours. The District also provides teachers with a computer for professional use.

3b. Current Use of Technology to Support Teaching and Learning

El Monte City School District schools identified their current technology use in the California School Technology Survey given in the Spring of 2002.

Based on these results, the most common uses of technology for teachers who use technology included:

- Recording Student Information
- Monitoring Individual Student Progress
- Creating Instructional Materials/Lesson Plans

The least common uses of technology for teachers included:
- Communication with Colleagues or Students
- Delivery of Classroom Instruction

The most common uses of technology for students included:
- Word Processing
- Creating Reports/Projects
- Research using Internet or CD-ROMs

The least common use of technology for students included:
- Demonstrations/Simulations
- Correspondence with Others
- Graphically Presenting Material
- Solving Problems/Analyzing Data

3c. Curricular Goals and Academic Content Standards

Technology will be aligned to the curricular goals and academic content standards for student achievement based on:
- California State Content Standards
- Pulliam Group Essential Learnings, based on California State Content Standards
- State Frameworks for Content Areas
- Board Goals
- District Expectancies for Subject Areas without State Content Standards
- School Improvement Plans

3d. Student Academic Achievement

The section that follows describes what the District expects its students to be able to do academically and describes how, through meaningful integration of technology, student academic achievement can be improved.

Goal 1. All EMCSD schools will meet or exceed their API and sub-group growth target goals.

Objective
1.1 By September 2003, and in every succeeding year, 100% of schools will meet or exceed all API and sub-group growth target goals.

Goal 2. All EMCSD students will improve academic achievement in the areas of reading, language arts, and mathematics.

Objective	Benchmarks				
	2003	2004	2005	2006	2007
2.1 By June 2007, there will be a 20% increase in the number of students scoring at or above the 50th percentile in mathematics on the SAT-9, as measured against 2002 baseline data.	4%	8%	12%	16%	20%

2.2 By June 2007, there will be a 25% increase in the number of students scoring at or above the 50th percentile in reading and language arts on the SAT-9, as measured against 2002 baseline data.	5%	10%	15%	20%	25%
2.3 By June 2007, there will be a 100% increase in the number of students scoring at or above the proficient level in reading and mathematics on the California Standards Test, as measured against 2002 baseline data.	20%	40%	60%	80%	100%
2.4 By June 2007, there will be a 100% increase in the number of 4th and 7th grade students scoring at or above the proficient level in writing on the California Standards Test, as measured against 2002 baseline data.	20%	40%	60%	80%	100%

Implementation:

In order to successfully implement this plan and meet the curricular goals and objectives, all elementary schools will need the following:

- a minimum ratio of ten students to one MMIA* computer in grades K-3
- a minimum ratio of five students to one MMIA computer in grades 4-8
- Internet connectivity in all instructional areas
- at least one lab, stationary or mobile
- one full-time technology teacher or aide for lab
- all labs accessible to students during non-traditional hours for academic purposes
- one teacher station per classroom, to include one MMIA PC, access to a printer, and the appropriate furniture
- at least one networked printer per instructional area
- one TV per classroom
- a projection device per classroom (minimum of a scan converter box)
- a minimum of 1 LCD projector and 1 electronic white board per school for grades K-6
- a minimum of 2 LCD projectors and 2 electronic white boards per school for grades 7-8 (one per grade level)
- district standardized grade and subject appropriate diagnostic remedial/ reinforcement/ enrichment software
- all sites networked to the District Internet Server, which will provide teachers and administration with access to student achievement data and remediation/ intervention software, via the Pulliam IDMS
- on-going staff development in reading, language arts, mathematics, and English Language Development

* MMIA: multimedia, Internet accessible

3e. Student Computer Knowledge and Skills

In order to empower students to use technology as a tool to improve academic achievement, the District will need to ensure that students have the opportunity to learn instructional technology skills including: word processing, Internet search and retrieval, email, spreadsheets, electronic publishing, courseware, and presentation software.

These skills will be taught through a variety of courses and instructional opportunities, presented both inside and outside of the classroom, beginning in kindergarten and continuing through grade eight.

Goal 3. All EMCSD students will demonstrate grade level appropriate mastery of Content Standards knowledge, computer knowledge and skills, and information literacy skills.

Objective
3.1 By June 2003, the District Technology Committee will develop and implement a Technology and Information Literacy Matrix.

Objective	Benchmarks			
	2004	2005	2006	2007
3.2 By June 2007, 90% of all students will demonstrate mastery of the grade level language arts standards by providing work samples that incorporate grade level appropriate technology skills, as defined by the District's Technology and Information Literacy Matrix. (See objective 3.1)	30%	50%	70%	90%

The Technology and Information Literacy Matrix will address technology skills including: word processing, spreadsheets, electronic mail, electronic publishing, Internet search and retrieval, courseware, and presentation software. The Matrix will also address information literacy skills* and will integrate all of the above skills into adopted content standards as appropriate.

*Information literacy is defined as: the ability to access, interpret, evaluate, organize, select, produce, and communicate information in and through a variety of media technologies and contexts to meet diverse learning needs and purposes.

3f. Appropriate Access to All

All schools have site IEP Teams that determine technology and/ or assistive technology needs for Special Education students. Funding for such technologies comes from district dollars or SELPA. Special funding from SELPA is generally utilized for funding the needs of assistive technology for the severely handicapped.

Thompson OH is the designated district orthopedically handicapped facility. The school serves students in grades K-8. All assistive devices and technologies for students are funded through SELPA.

The following chart outlines what is available to special populations at schools in the District.

Special Populations	Access
GATE	▪ Students in grades 3-6 are part of a pull out program and are bused to Rio Vista Elementary School one day per week for one semester per year. These students also receive differentiated instruction in their regular classroom. ▪ Students in grades 7-8 have the opportunity to participate in a year-long district-wide after school program, one day per week. ▪ Students in grades 6-8 are eligible to participate in a Summer GATE Academy. The focus of the Academy is math, science, and technology. ▪ Technology is funded from GATE dollars
ELL	All identified ELL students receive a minimum of 45 minutes of ELD instruction per day. These students are provided access to technology through their regular education classes.
RSP	▪ Is a pull out or collaborative program ▪ Students are not to spend more than 49% of their day in RSP ▪ Students have access to technology in RSP and their regular education classrooms
Title 1	Students are provided with access to technology in their regular education classroom.
SDC -OH -LD -SLDA -ER -Autism -TMR	▪ Classes are mostly self-contained ▪ All classrooms have at least 2 computers and also provide various assistive technologies ▪ District funds provide assistive technologies, if outlined in student IEPs ▪ SELPA funds provide assistive technologies for the severely handicapped

Goal 4. All identified EMCSD special needs student will be provided with additional access to technology.

Objective	Benchmarks			
	2003	2004	2005	2006
4.1 By June 2006, all identified special needs students, including Special Education, ELL, and GATE, will be provided with an additional 30 minutes per week of access to technology for academic achievement purposes.	grades 7-8	grades 5-8	grades 3-8	grades K- 8

Ideas for Implementation:

- Include technology in student's IEPs
- Technology included in recommendations during Student Study Teams (SSTs)
- Include technology in intervention programs
- Extra time before and after school
- Computer labs open during lunch
- Alpha Smarts used in specified classrooms

- Lab schedule to include specific time for special needs populations
- Mainstream students will receive computer time in mainstream class as well as in special placements

3g. Administrative Uses of Technology

There are several administrative uses of technology. Escape Technologies, an in-house accounting system, is used for budgeting and tracking purchasing, warehouse, and inventory activities. School Max, the student information system, is used to track attendance, contact, health, home language, and sibling information, discipline, and food services. The School Max program will be CSIS compliant by July, 2002.

Additionally, two Pulliam Group programs have been purchased, the Pulliam SAT-9 Analyzer and the Pulliam Instructional Data Management System (IDMS). The Pulliam SAT-9 Analyzer program allows teachers and administrators to disaggregate SAT-9 and API data, by either subject or student. This data can be used to create intervention programs. The Pulliam IDMS program will provide a gradebook program, which enables teachers to keep running standards-based report cards on students. It also allows educators to assess classroom programs by providing the ability to assess student progress towards mastering standards. Both Pulliam programs will be housed on a district server, so that all district educators will have access.

Goal 5. All EMCSD staff will effectively utilize technologies that assist with student information and record keeping/ assessment.

Objective
5.1 By September 2003, the Pulliam IDMS will be fully implemented for teacher and administrative use.
Benchmarks
Benchmark 1: By July 2002, data conversion between the District SIS and IDMS complete.
Benchmark 2: By September 2002, Pulliam IDMS program placed on a district server for access to all sites.
Benchmark 3: By October 2002, electronic report cards in place.
Benchmark 4: By December 2002, Pulliam Essential Learning Standards determined.
Benchmark 5: By June 2003, interim assessments in place.
Benchmark 6: By September 2003, training of staff provided. - By September 2002, electronic report card training provided. - By January 2003, essential standards training provided. - By September 2003, interim assessment training provided.

Objective	**Benchmarks**	
	2003	**2004**
5.2 By June 2004, 100% of all special education teachers will utilize the Educational Paperwork Solutions (EPS) software program for the creation and maintenance of student IEPs.	50% of Special Education teachers	100% of Special Education teachers

The Educational Paperwork Solutions software program provides Special Education teachers with a bank of standards based goals and objectives for use in the creation and maintenance of student IEPs. It also has the ability to translate standard-based goals and objectives to Spanish. LA County, in conjunction with SELPA, is funding the software program and the training.

3h. Accessibility to Parents

Parents can access teachers and administrators in a variety of ways. The District's website, www.emcsd.k12.ca.us contains district information and general school contact information. There is also a district-wide homework hotline that students and parents can utilize on a daily basis.

All teachers and administrators in EMCSD have district email addresses. Teacher email addresses will be published internally. Additionally, all teachers have a phone extension and voicemail at their school site.

Goal 6. All EMCSD teachers will be more accessible to parents.

Objective	Benchmarks				
	2003	2004	2005	2006	2007
6.1 By June 2003, all EMCSD schools will have a website, with links to individual classroom webpages.	100%	→	→	→	→
6.2 By June 2007, 90% of teachers will maintain a classroom webpage, linked to their school website.		30%	50%	70%	90%

3i. Timeline

The following chart, which continues on the next page, identifies action steps, persons responsible, and task completion deadlines for implementation.

Action Step	Person Responsible	Completion Date
Disseminate and explain Tech Plan to all stakeholders	Instructional Services	9/02
Meet to evaluate/assess technology implementation, usage and progress towards meeting yearly objectives and benchmarks	District Technology Committee	1/03 annually
All schools meet or exceed API and sub-group growth target goals (obj 1.1)	Site Administrators	6/03
Technology and Information Literacy Matrix developed and implemented (obj 3.1)	District Technology Committee	6/03
All EMCSD school have a website, with links to individual classroom webpages (obj 6.1)	Computer Operations	6/03
Measure growth towards yearly benchmark attainment	Site Administrators	6/03 annually
Meet to evaluate/assess technology implementation, usage and progress towards meeting yearly objectives and benchmarks	District Technology Committee	6/03 annually
Pulliam IDMS fully implemented (obj 5.1)	Instructional Services and Computer Operations	9/03

Update tech plan to reflect changes in the educational environment, staff, student population and technology	District Technology Committee	8/03 annually
Prepare progress report and share with stakeholders	District Technology Committee	9/03 annually
100% of all special education teachers utilize the Educational Paperwork Solutions (EPS) software program for the creation and maintenance of student IEPs (obj 5.2)	Director of Special Education	6/04
All identified special needs students, including Special Education, ELL, and GATE, are provided with an additional 30 minutes per week of access to technology for academic achievement purposes	Student Support Services	6/06
25% increase in the number of students scoring at or above the 50th percentile in reading and language arts on the SAT-9, as measured against 2002 baseline data (obj 2.1)	Instructional Services and Student Support Services	6/07
20% increase in the number of students scoring at or above the 50th percentile in mathematics on the SAT-9, as measured against 2002 baseline data (obj 2.2)	Instructional Services and Student Support Services	6/07
100% increase in the number of students scoring at or above the proficient level in reading and mathematics on the California Standards Test, as measured against 2002 baseline data (obj 2.3)	Instructional Services and Student Support Services	6/07
100% increase in the number of 4th and 7th grade students scoring at or above the proficient level in writing on the California Standards Test, as measured against 2002 baseline data (obj 2.4)	Instructional Services and Student Support Services	6/07
90% of all students demonstrate grade level appropriate computer knowledge and skills and information literacy skills, as defined by the District's Technology and Information Literacy Matrix (obj 3.2)	Instructional Services and Student Support Services	6/07
90% of all teachers maintain a classroom webpage, linked to their school website (obj 6.2)	Site Administrators	6/07

3j. Monitoring Process

Individual(s) Responsible	Responsibilities
Instructional Services	• review district plan progress bi-annually to ensure goals are met • identify plan modifications involving curricular issues
Computer Operations	• review district plan progress bi-annually to ensure goals are met • identify plan modifications involving curricular issues
Student Support Services	• review plan progress bi-annually to ensure goals are met • collect and compile data regarding the amount of time spent on computers for all identified special needs students • identify plan modifications involving curricular issues
Site Administrators	• review site plan progress bi-annually to ensure goals are met • collect and compile data regarding student performance, staff proficiency levels, and technology integration to determine the effectiveness of the curriculum on student learning • identify plan modifications involving curricular issues
District Technology Committee	• evaluate/ assess technology implementation, usage and progress towards meeting yearly goals, objectives, and benchmarks • update and prepare annual progress report for school and district stakeholders

4. PROFESSIONAL DEVELOPMENT COMPONENT

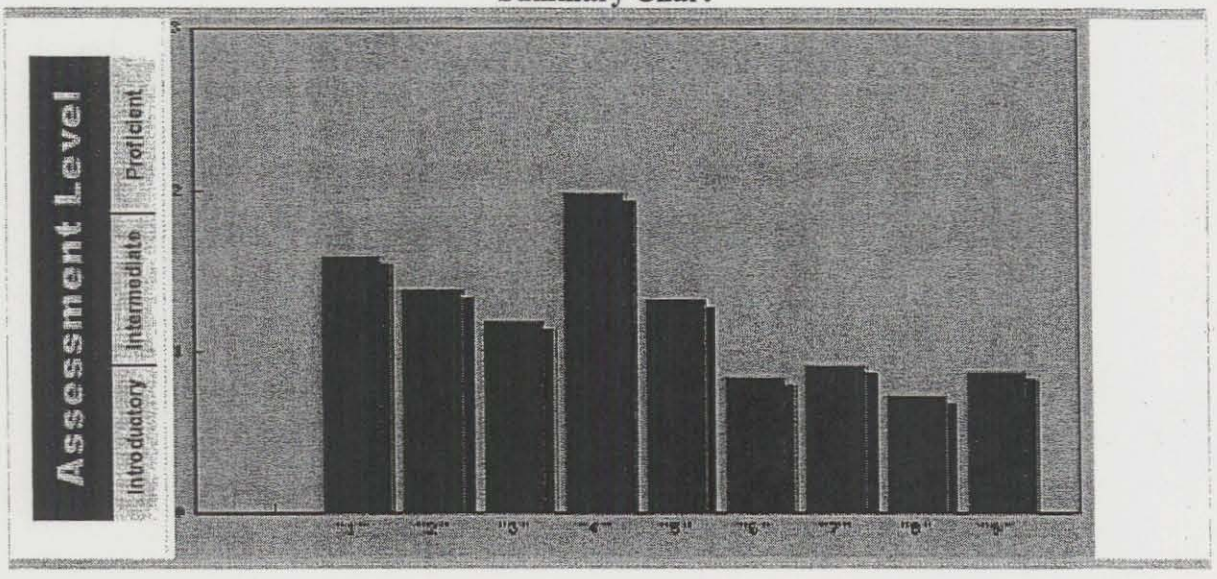
4a. Technology Skills

In order for students to master technology and be able to use it aligned with curricular goals, teachers will need to be provided with the necessary training and support to learn and utilize technology personally and in the classroom.

4a1. Current Skills

The CTAP² Technology Assessment Survey was conducted during in the Spring of 2002 and will be used as baseline data. The following chart represents the assessment summary for 317 teachers (77%), out of 411 full time credentialed teachers. It shows the levels that existed among teachers at that time.

Summary Chart



Categories
1 General Computer Knowledge and Skills (Includes 317 in calculation)
2 Internet (Includes 302 in calculation)
3 Email (Includes 284 in calculation)
4 Word Processing (Includes 276 in calculation)
5 Publishing (Includes 269 in calculation)
6 Databases (Includes 268 in calculation)
7 Spreadsheets (Includes 269 in calculation)
8 Presentation Software (Includes 268 in calculation)
9 Instructional Technology (Includes 270 in calculation)

Goal 7: EMCSD will annually assess and monitor teacher proficiencies in technology competency skills.

Objective
7.1 By June 2003, and in every succeeding year, all teachers will update their individual CTAP^2 Surveys.

Implementation Plan for Assessment and Monitoring:

To motivate and expedite staff completion of the CTAP^2 Survey, the District will need to:

- identify and publicize multiple sites and opportunities to take the survey.
- principals can incorporate the survey into staff meetings.
- include surveys in new teacher orientation.
- provide time during other professional development activities for survey completion.
- offer use of the District Computer Lab.
- provide guided instruction on completing the survey.

4a2. Current Professional Development Resources

Professional development training is provided by some school sites in areas such as word processing, spreadsheets, Internet search and retrieval, and basic trouble-shooting. Additionally,

the District has begun to incorporate technology into all content area professional development opportunities, when appropriate.

The District provides training on software that is implemented district-wide, such as School Max and the Pullium Programs. The Instructional Services department manages all technology professional development related to instruction. The Computer Operations department manages all technology professional development related to student information data management.

4b. Goals, Objectives and Benchmarks

The section that follows describes what is expected of our teachers to meaningfully utilize technology within their curriculum. Professional development will be aligned to the CTAP² survey, as well as the curricular component of this plan, and will be provided on an on-going, flexible basis. The technology training that teachers will receive will be integrated into staff development, as appropriate.

Goal 8. All EMCSD staff will effectively utilize technology within their area of expertise/ curriculum.

Objective	Benchmarks 6/2002	9/2002
8.1 By September 2002, a cadre of Technology Lead Teachers (TLTs) will be trained to provide training and "just-in-time" support to staff at their site. The Office of Instruction will coordinate TLT activities.	TLTs selected and duties identified	TLTs trained

Objective
8.2 By September 2002, and in all succeeding years, technology training will be offered to all certificated staff.

Objective	Benchmarks 2003	2004	2005	2006	2007
8.3 By June 2005, 90% of all teachers will score at or above the intermediate level in six of the nine areas measured by the CTAP² survey, to include word processing, email, Internet search and retrieval, and presentation software.	50%	70%	90%	→	
8.4 By June 2005, all school site administrative staff will be trained to use the six areas mandated and funded by the Governor's Principal Training Act*.		50%	100%	→	
8.5 By June 2007, 90% of all teachers will demonstrate integration of technology to enhance student academic achievement, as evidenced by observations and samples of student work.	25%	45%	65%	60%	90%

* The Governor's Principal Training Act, established by Assembly Bill 75 (Steinberg), will provide training for all California school site administrators in critical leadership skills by 2004. One-third will receive training in each of the next three years.
The program focuses on:

1. School financial and personnel management
2. Core academic content standards
3. Curriculum Frameworks and instructional materials aligned to the state academic standards
4. The use of student assessment instruments, specific strategies to master the use of STAR assessment data
5. School management technology to improve student performance
6. Instructional leadership and management strategies regarding the use of instructional technology to improve student performance

Implementation:

In order to successfully implement this plan and meet the professional development goals and objectives, professional development will need to offer:

- a cadre of TLTs to provide training and "just-in-time" support in personal proficiency and instructional technology training
- training at sites and/ or the district
- flexible training schedules (e.g. after school, Saturdays, sub-release, Summer Academies, shortened days, site professional development days, etc)
- leveled classes
- demonstration lessons, via peer coaching
- follow-up trainings
- compensation to trainees
- maximize alternate training options (e.g. LACOE, Foothill Consortium, New Horizons, Classroom Connect On-line Training)

Trainings offered:

Personal Proficiency Training	Description of Staff Uses of Technology	Description of Staff Activities to Assist Students
Technology Trainer Training	Learns delivery and obtain resources to provide personal proficiency and instructional proficiency training to staff, as described in this table.	Gain skills and resources to support teachers in assisting students with technology in classrooms.
Basic Computer Knowledge	Starts up and shuts down computer and peripherals; uses a mouse; inserts and ejects diskettes, CD-ROMs, etc.; uses software from disk, hardrive, CD-ROM; creates, name/renames folders and files; names, saves, saves as, retrieves, and revises a document; prints a document.	Assists students with basic computer skills.
Basic Desktop Management and Troubleshooting	Troubleshoots basic hardware, software, and printing problems before accessing the appropriate level of support; checks cables for proper attachment; solves simple printer problems with directly connected printer.	Assist students in basic computer skills, including set-up, start-up, and program use.

Word Processing and Basic Desktop Publishing	Copies, pastes text within and between documents; uses styles to change the appearance of the document; uses borders, bullets, numbers, page breaks, headers, and footers; creates tables; understands elements of basic design (e.g. white space, page layout, etc.); incorporates digital images from external sources.	Creates enhanced word processed documents for classroom use; designs lessons that utilize word processing as part of the activity; develops student assignments that embed elements of effective design.
Electronic Mail	Uses email as a tool to interact with and provide information to students, parents, and other community members.	Designs curricular lessons which utilize email; selects and implements appropriate email tools to support teaching and learning; incorporates etiquette in classroom instruction.
Internet Search and Retrieval	Uses advanced search features to conduct online research; conducts multiple search strategies to locate and validate information; uses information literacy skills and incorporates strategies within lessons.	Selects and implements internet resources appropriately into lesson design; selects and uses effective classroom management techniques.
Multimedia Presentation	Creates and present multimedia presentation using PowerPoint or other presentation software; incorporates sound; uses available tools; incorporates hypertext links; connects, configures, and troubleshoots peripheral devices for presentation.	Designs curricular lessons which utilize multimedia to enhance learning outcomes; assists students in the use of presentation software and peripherals.
Subject Specific Software	Learns effective use of courseware, including probes and other content specific technology.	Designs curricular lessons which integrate courseware, including probes and other content specific technology.
Spreadsheet and Electronic Management Tools	Create and modifies spreadsheets, imports/exports charts and data; aligns and rotates text and numbers; creates charts; labels graphs appropriately; maintains student records via spreadsheet and/or gradebook templates.	Designs curricular lessons requiring the use of spreadsheets and charts; creates appropriate charts for content lessons.

Objective	**Benchmarks** 6/2002	9/2002
8.6 By September 2002, a Task Force will develop an Instructional Technology Training outline.	Task Force formed	outline complete

4c. Timeline

The following chart identifies action steps, persons responsible, and task completion deadlines for implementation.

Action Step	Person Responsible	Completion Date
TLTs selected and duties identified (obj 8.1)	Instructional Services	6/02
All teachers update their individual CTAP^2 Surveys (obj 7.1)	Site Administrators/ Instructional Services	6/02 annually
A Task Force to develop the Instructional Technology Training outline is formed (obj 8.6)	Instructional Services	6/02
Determine training needs and develop a training schedule	Instructional Services	6/02
Use training schedule to update/ create a Professional Development Plan, which incorporates academic and technology training	Instructional Services	6/02
TLTs trained (obj 8.1)	Instructional Services	9/02
Technology training offered to all certificated staff (obj 8.2)	Instructional Services	9/02
Instructional Technology Training outline complete (obj 8.6)	Instructional Services	9/02
Survey staff for technology proficiency levels and compile data	Site Administrators/ Instructional Services	5/03 annually
Measure growth towards benchmark attainment	Site Administrators and Director of Instructional Services	6/03 annually
Update Professional Development Plan and the Professional Development portion of the Technology Plan to reflect changes/ growth in professional development	Site Administrators/ District Technology Committee	8/03 annually
90% of all teaches score at or above the intermediate level in six of the nine areas measured by the CTAP^2 survey, to include word processing, email, Internet search and retrieval, and presentation software (obj 8.3)	Instructional Services	6/05
All school site administrative staff trained to use the six areas mandated and funded by the Governor's Principal Training Act (obj 8.4)	Instructional Services	6/05
90% of all teachers demonstrate integration of technology to enhance student academic achievement, as evidenced by observations and samples of student work (obj 8.5)	Site Administrators	6/07